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ABSTRACT

Presented are diagnostic checklists and prescriptive suggestions for parents, teachers and other professionals working with learning disabled children. The checklists present hierarchically arranged behaviors in physiological, visual, auditory, and motor aspects of development. Also provided are suggestions for the parents in remediating the deficits. (CL)

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Cooperative Diagnosis and Prescription Among Parent, Teacher, and Other Professionals: An Eclectic Model

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Cooperative Diagnosis and Prescription Among Parent, Teacher, and Other Professionals: An Eclectic Model

Abstract

This model describes how parents, teachers, and professionals can work cooperatively to diagnose and prescribe for children with learning disabilities. The model entails the cooperative diagnosis of medical, perceptual, academic, motor, and behavioral problems.

Illustrative cases were discussed and inventories were demonstrated for use by parents. Types of communication problems among the "team" were identified and elaborated upon.

Cooperative Diagnosis and Prescription Among Parent, Teacher, and Other Professionals: An Eclectic Model [1]

Introduction

This model describes how parents, teachers, and professionals can work cooperatively to diagnose and prescribe for children with learning disabilities. The model entails the cooperative diagnosis of medical, perceptual, academic, motor, and behavioral problems.

Illustrative cases will be discussed and inventories will be demonstrated for use by parents. Types of communication problems among the "team" will be identified and elaborated upon.

Part I

Many people are of the opinion that parents should not be employed in the diagnostic-prescriptive process. Those that have this attitude are probably missing out on the most important resource for information--the parent. There is no one that spends more time with the child or knows more about the child than the parent. The problem is that many professionals do not know how to use parents in the diagnostic-prescriptive process. Many do not know what questions to ask of a parent to get relevant information. By the same token, many parents do not know what questions to ask professionals. This model is designed to show professionals how they can employ the parent in both the diagnostic and prescriptive process.

We are not suggesting that we should tell a parent, you will work with your child on a list of basic sight words, on vocabulary rules, or specific types of math problems. Everything a parent does with a child in the prescriptive process should be game-like or incidental. It should not be in the formal instruction mode. When a parent is involved in formal instruction with his child, the parent often becomes frustrated. This makes the

[1]Reprints may be obtained from Clint Van Nagel, Department of Special Education, University of North Florida, P.O. Box 17074, Pottsburg Station, Jacksonville, Florida 32216,

child anxious. The more anxious the child, the more aversive or unpleasant learning becomes to both the parent and child. Parents can help remediate academic problems, and learning disabilities, through games and incidental training. In this paper, we will refer to incidental training as training which occurs informally and as a part of a child's play and everyday activities. Most parents need some type of structured guidance in assessment techniques. An informal inventory or checklist, used cooperatively provides the structure to diagnose physiological, auditory and visual aspects of learning and behavior problems.

The cooperative diagnostic-prescriptive checklist has, as its major feature, components that deal primarily with observable behaviors. The checklist or inventory is designed to be given to a parent or to a teacher for completion. Once the parent fills out the checklist, the professional simply notes the areas marked "yes" or "occassional". This gives the diagnostician a cue as to what types of problems the student is experiencing and what specific types of testing should be done to confirm or refute the tentative identification of the problem. In some cases, the diagnostician or teacher may have to fill out the form cooperatively with the parent.

The checklist is presented below.

Diagnostic Screening and Identification Checklist for Teachers, Diagnosticians, and Parents

The following inventory is designed to be used cooperatively by the teacher (or a referring teacher), diagnostician, and the parents to identify possible deficit areas.

Rationale. Because parents have spent more time with their children

more than anyone else, they are in a unique position to supply the professional team with important information about a particular child as well as techniques that they have found successful with that child. To this end, both the teacher, professional team, and the parent can enhance the diagnostic and prescriptive process.

Often much valuable information is lost because the parent, teacher, or diagnostician assumes that the other knows what information to volunteer. To end such assumptions, a structured checklist was created to assist in the initial screening and identification of learning and behavioral deficits and disabilities.

This checklist has, as its major features, components that deal primarily with observable behaviors, and it is hierarchically arranged. The visual and auditory sequence shows the different levels of involvement. In order for a student to perform a particular academic task, certain preskills are necessary. Sometimes a student will not be able to perform the task until former skills are developed. The hierarchical arrangement of the checklist follows the guidelines of moving from the simple to the complex, and from the concrete to the abstract. The sequence of the auditory and visual checklists should be used as a guide and not as gospel.

Physiological Aspects for Learning

Place an "X" in the space that describes the student. Place an "X" in the column that has a question mark if you are not sure.

Eyes - vision:	Yes	No	?
1. Does the student have normal vision?	___	___	___
2. Has the student's vision been check by an optometrist or opthamologist?	___	___	___

		Yes	No	?
3.	Does the student squint when looking at distant objects (e.g., chalkboard, football game)?	___	___	___
4.	Does the student hold reading material closer than 11 inches to his eyes?	___	___	___
5.	Do the student's eyes appear red or have dark shadows around them?	___	___	___
6.	Do the student's eyes water?	___	___	___
7.	Do the student's eyes appear to be crossed?	___	___	___
8.	Do the student's eyes appear to be sensitive to light?	___	___	___
9.	Does the student have frequent headaches?	___	___	___
10.	Does the student constantly bump into things?	___	___	___
11.	Does the student blink frequently?	___	___	___
12.	Does the student fail to see differences in colors?	___	___	___
Ears - hearing:				
1.	Does the student appear to have normal hearing?	___	___	___
2.	Has the student's hearing been checked by an audiologist or otologist?	___	___	___
3.	Does the student have trouble hearing people well?	___	___	___
4.	Does the student ask for questions or directions to be repeated frequently?	___	___	___
5.	Does the student turn one ear toward the speaker?	___	___	___
6.	Does the student have frequent earaches or sore throats?	___	___	___

	Yes	No	?
7. Does the student have a speech defect?	___	___	___
8. Does the student have trouble hearing a watch tick at a normal distance from one's ear?	___	___	___
9. Does the student frown frequently?	___	___	___
10. Does the student ignore auditory commands?	___	___	___
11. Does the student constantly turn up the volume on the radio or T.V.?	___	___	___
Touch - feel:			
1. Does the student have trouble identifying objects by their touch?	___	___	___
2. Does the student have trouble identifying letters traced upon his/her skin?	___	___	___
3. Does the student fail to pull away from hot or cold objects when he/she touches them?	___	___	___
Nose - smell:			
1. Does the student fail to smell obvious odors?	___	___	___
2. Does the student have trouble differentiating between different odors?	___	___	___
Taste:			
1. Is the student aware of the taste of common things?	___	___	___
2. Does the student have trouble differentiating between common foods that taste differently?	___	___	___

Additional comments regarding the above physiological aspects: _____

_____

_____

Visual Auditory and Motor Checklist

A student's physiological aspects (vision, hearing, touch, taste) for learning can be intact and he/she can still have problems in these areas. Many students have normal vision (20/20), but cannot tell the difference between a "b" and a "d", "saw" and "was", "6" and "9", etc. Again, some children have normal hearing, but cannot hear the differences between sounds such as "b" and "d", "air" and "care", etc. To this end, the teacher, the diagnostic team, and the parents must identify the auditory, visual, motor and intrasensory and intersensory deficits that the student may have so that appropriate remediation and compensation can occur.

Directions: Place an "X" in the column that describes the student's behavior. Place an "X" in the column that has a question mark if you are not sure.

Visual Skills

Attending Behavior - visual attention:	Yes	No	?
1. Does the student have difficulty attending or focusing on a visual object, or picture?	___	___	___
2. Does the student have difficulty attending or focusing in a point?	___	___	___
3. Does the student have trouble locating visual objects?	___	___	___
4. Does the student have trouble locating pictures when given direction?	___	___	___
Ocular Pursuit - eye movements:			
1. Are the student's eye movements erratic when following a line of print or a moving object?	___	___	___

	Yes	No	?
2. Does the student move his head while reading a line of print?	___	___	___
3. Does the student constantly lose his place when reading?	___	___	___
Figure Ground:			
1. Does the student often fail to see things right in front of him?	___	___	___
2. Does the student have trouble finding his place in a book when given specific instructions?	___	___	___
3. Does the student get confused when there is too much on a page of print or on the chalkboard?	___	___	___
4. Is the student distracted by other visual stimuli?	___	___	___
Visual Discrimination:			
1. Does the student have difficulty matching like objects, pictures, or letters?	___	___	___
2. Does the student have trouble seeing differences in objects, pictures, words, or letters?	___	___	___
Form Constancy:			
1. Does the student have trouble recognizing a known object, picture, word or letter from one page to another page?	___	___	___
2. Does the student have trouble identifying a familiar word when used in a different form?	___	___	___

	Yes	No	?
3. Does the student have trouble recognizing familiar forms (objects, pictures, letters) in a variety of positions?	___	___	___
Position in Space:			
1. Does the student reverse 6's and 9's, b's and d's, etc.?	___	___	___
2. Does the student have problems pointing to major body parts?	___	___	___
Spatial Relations:			
1. Does the student have trouble judging distances (e.g., bumps into objects) ?	___	___	___
2. Does the student draw pictures out of scale in relationship to their true sizes?	___	___	___
3. Does the student make his letters different sizes within a word?	___	___	___
Visual Memory:			
1. Does the student have trouble describing what he has seen?	___	___	___
2. Does the student have trouble recalling a series of objects, pictures, or words after a brief presentation?	___	___	___
3. Does the student have a difficult time remembering details in a picture shown to him?	___	___	___
4. Does the student have trouble remembering the visual form of letters or words taught to him?	___	___	___

	Yes	No	?
Visual Sequential Memory:			
1. Does the student have trouble recalling a sequence of objects, pictures or words after a brief presentation?	___	___	___
2. Does the student have trouble sequencing a visual story that has been disarranged?	___	___	___
3. Does the student get letters mixed up in a word?	___	___	___
4. Does the student have trouble reconstructing and remembering specific visual patterns when presented to him?	___	___	___
Visual Analysis:			
1. Does the student have trouble analyzing parts of an object or picture to note its parts (e.g., points out parts of a picture)?	___	___	___
2. Does the student have trouble finding little words in compound words?	___	___	___
Visual Synthesis:			
1. Does the student have trouble putting simple puzzles together?	___	___	___
2. Does the student have trouble putting parts of an object or picture together?	___	___	___
3. Does the student have trouble putting two or more small words together to make a larger word?	___	___	___
4. Does the student have trouble building a story from a sentence strip?	___	___	___

	Yes	No	?
Visual Closure:			
1. Does the student have trouble identifying objects or pictures from incomplete objects or pictures?	___	___	___
2. Does the student have trouble identifying words or letters when parts are missing (e.g., 13 for B)?	___	___	___
3. Does the student have trouble identifying a letter when parts are missing?	___	___	___
Speed of Looking:			
1. Does the student take a long time before he can visually comprehend an object or a picture?	___	___	___
2. Does the student require too much time to read a sentence or paragraph?	___	___	___

Additional comments regarding visual skills: _____

_____

_____

Auditory Awareness:			
1. Does the student fail to react to common sounds others hear?	___	___	___
Auditory Attention:			
1. Does the student have difficulty listening for any length of time?	___	___	___
2. Does the student often attend to background sounds?	___	___	___
3. Is the student distracted by slight noises?	___	___	___

	Yes	No	?
Auditory Localization:			
1. Does the student have difficulty locating the source or origin of a sound?	___	___	___
2. Does the student have trouble telling where a sound is coming from when his eyes are closed?	___	___	___
Auditory Figure Ground:			
1. Is the student distracted by sounds when he is doing something: e.g., playing, homework, or working in school?	___	___	___
2. Does the student attempt to respond to almost every sound?	___	___	___
3. Does the student get confused when taking directions in a noisy environment?	___	___	___
Auditory Discrimination:			
1. Does the student have trouble telling the difference between gross environmental sounds (e.g., doorbell and telephone)?	___	___	___
2. Does the student mispronounce words usually pronounced correctly by peers?	___	___	___
3. Does the student fail to discriminate sounds that are alike and different?	___	___	___
4. Does the student get similar phonic elements confused: e.g., hears "b" for "d", "p" for "b", etc.?	___	___	___
5. Does the student have difficulty hearing rhymes?	___	___	___

Auditory Memory:	Yes	No	?
1. Does the student tend to forget what he has been told?	___	___	___
2. Does the student forget one command direction? (Five years old)	___	___	___
3. Does the student forget three part or more commands or directions? (Seven years old)	___	___	___
4. Does the student request directions be repeated?	___	___	___
5. Does the student have difficulty understanding rules and instructions?	___	___	___
Auditory Sequential Memory:			
1. Does the student have trouble duplicating a pattern of sounds?	___	___	___
2. Does the student have trouble performing a series of directions in a sequence?	___	___	___
3. Does the student have difficulty remembering the correct sequence of numbers (e.g., telephone or house numbers)?	___	___	___
Auditory Analysis:			
1. Does the student have trouble telling where a sound occurred in a sequence of sounds (beginning or ending)?	___	___	___
2. Does the student have trouble identifying sounds occurring at the beginning, middle or ending of a word? (e.g., where does the sound T occur in cat)	___	___	___

Auditory Synthesis:	Yes	No	?
1. Does the student have trouble putting together two or more small words to make a larger word? (e.g., base ball -- shoe lace)	___	___	___
2. Does the student have trouble blending sounds to make a word? (e.g., C-A-T)	___	___	___
Auditory Closure:			
1. Does the student have trouble completing a sentence when a small part of it is left out? (e.g., The boy ran up the ____.)	___	___	___
2. Does the student have trouble identifying a word, when the word is spoken with parts left out? (e.g., ha_bu__er for hamburger)	___	___	___
3. Does the student have trouble finishing a rhyme? (e.g., Jack and Jill went up the ____.)	___	___	___
Auditory Scanning:			
1. Does the student have trouble locating a key word given orally?	___	___	___
Auditory Speed of Listening:			
1. Is the student's rate of listening slow? (e.g., Does the student ask you to slow down?)	___	___	___

Additional comments regarding auditory skills: _____

_____

_____

_____

Behavior Checklist

Directions: Place a check mark in the blank on the right if the child displays the behavior consistently.

Attending Behavior - paying attention:	Yes
1. The student does not attend to one person for a significant period of time. (age variable)	____
2. The student's attention is easily distracted by surrounding or outside activities or noises.	____
3. The student cannot stay on a task for a reasonable period of time.	____
Hyperactivity - very active:	
1. The student appears to be in constant motion, going from one object or activity to another.	____
2. The student appears to be constantly restless.	____
3. The student frequently engages in random activity, exhibiting non-purposeful behavior.	____
4. The student is unable to sit still for even short periods without shuffling his feet, tapping his pencil, or twisting about in his chair.	____
5. The student is almost always inattentive.	____
Hypoactivity - underactive:	
1. The student appears lazy.	____
2. The student moves at an extremely slow rate.	____
3. The student shows no interest in things or activities around him.	____

Perseveration - repetious behavior:	Yes
1. The student does or says things over and over without meaning.	____
2. The student has difficulty stopping an activity once he starts it.	____
3. The student covers an entire page with one color.	____
Impulsitivity - lack control:	
1. The student cannot keep from touching and handling objects.	____
2. The student speaks without checking himself. (rambles on)	____
3. The student responds to the first part of a sentence, not waiting for the sentence to be completed.	____
Emotionality - emotions:	
1. The student is extremely dependent on the mother or father.	____
2. The student becomes overexcited in normal play situations with other children.	____
3. The student cannot work cooperatively with other children.	____
4. The student has frequent temper outbursts for little or no apparent reason.	____
5. The student daydreams a lot.	____
6. The student is often irritable or aggressive. (Fights frequently)	____
7. The student clings, touches, kisses, or holds on to others excessively.	____
Coordination:	
1. The student is clumsy.	____

		Yes
2.	The student has trouble hopping and skipping.	_____
3.	The student cannot balance himself on one foot.	_____
4.	The student has difficulty in ball games.	_____
5.	The student constantly knocks things over.	_____

Part II

The Prescriptive Process

The parent should also be involved in the prescriptive process. Below are suggestions that the teacher and other professionals can give parents once the deficit has been confirmed.

Parents Guide for Remediation

Attending Behavior - visual attention:

1. Present one object or picture at a time.
2. Keep the child's surroundings organized and uncluttered.
3. Verbally praise the child for staying on tasks and for finishing a task. Break down tasks into small steps.
4. Attempt to keep the child's environment as simple and pleasant as possible. (e.g., Keep toys simple and as uncomplex as possible. Gradually introduce more complex toys.)
5. Point to visual objects when discussing them.

Occular Pursuit:

1. Play "Frisbee" with the child.
2. Play "Etch-a-Sketch" with the child
3. Play any type of ball with the child (throw, catch, bounce).
4. Provide experiences with remote controlled mobile toys.

5. Provide marbles for play.

6. Provide experiences where the child can observe sports, such as tennis.

Figure Ground:

1. Structure the environment, the child needs to know where things belong.

2. Allow your child to select from only two choices at a time.

3. Have your child sort clothes, silverware, etc., into correct groups.

4. Using the newspaper, magazines, or catalogues, have the child find "hidden pictures"; circle all "ands", etc.

5. Play games which permit child to select one out of many: aggravation, pick-up-sticks, find an object on a tray, etc.

6. When shopping, ask child to pick a certain can on the shelf.

7. When traveling, ask child to find a certain group of cars in a parking lot (e.g., V.W.'s), play "I Spy" (e.g., something red, etc.)

Visual Discrimination:

1. Have child put all the same things together (e.g., socks, forks, knives, etc.)

2. Provide your child with such games as picture bingo, picture dominoes, stick-on-books, Candyland game, card games such as Old Maid, War, Go Fish.

3. Ask your child to find all the "b's", "d's", etc., in the newspaper.

4. Have your child point out all the Volkswagens as you drive.

5. Have your child sort or cut out one type of article in cut-out books or catalogues.

Form Constancy:

1. Point out the similarity of things such as pots, glasses, knives, types of chairs, doors, etc., in the house.

2. Ask the child to match real objects to pictures.
3. Point out similarities in trees, dogs, cats, etc.
4. Have the child look for the word "For Sale" or "Sale" as you drive along.
5. Pick out all the house numbers that have "2" in them.

Position in Space:

1. Play "Simon says".
2. Play "Hokey-Pokey".
3. Have the student circle all the "b's" or "d's", etc., in a comic strip.
4. Have the child name toys that are not upright.
5. Teach the child to set the table.

Spatial Relations:

1. Have the child crawl through openings such as chairs, playground equipment, tunnels, etc.
2. Play ball games with the child, such as dodge ball, etc.
3. Have the child trace mazes.
4. Have the child stack rings or blocks.
5. While traveling, have the child tell which car or truck is closer.
6. Have the child estimate distances (e.g., which is closer; further).

Visual Memory:

1. Remove things from the dinner table and ask the child what you've removed.
2. Have the child locate products in a grocery store that he has seen on TV.

3. Have the child bring you products when the both of you are in a grocery store.
4. Have the child tell what the teacher wore in school that day.
5. Play the game "Concentration".

Visual Sequential Memory:

1. Cut up comic strips and have the child arrange them in the proper sequence.
2. Cut out some letters and make a word. Mix up the letters and have the child reproduce the word.
3. Suggest to the child that he draw simple maps or routes representing places he has been.
4. Play "Follow the leader".
5. After a child watches a TV show, ask him what came first, what happened in the middle and how did it end. Do this with simple commercials, events, and stories. (Make this task simple at first.)

Visual Analysis:

1. Have the child point out parts of simple toys, e.g., car, doll, etc.
2. Have your child describe differences and similarities of people in a picture.
3. Have the child find words in a compound word.
4. Ask the child to find out what is wrong in a picture, such as the "Hocus Focus" picture in the local Sunday newspaper.
5. Have the child name parts of objects, such as shirts, pants, chairs, tables, door, etc.).

Visual Synthesis:

1. Have the child assemble puzzles.
2. Have the child build a body using Mr. Potato Head, or simple models.
3. Have the child assemble construction toys, e.g., tinker-toys, Lincoln logs, etc.
4. Have the child build something from simple models.
5. Play Scrabble with the child.

Visual Closure:

1. Have the child complete pictures and puzzles with parts missing.
2. Encourage the child to work on simple crossword puzzles.
3. Have the child play such games as "Etch-a-Sketch".
4. Cover up the bottom half of a word and have the student guess the word.
5. Present a written word and have a letter or two missing and ask the child what is missing.

Speed of looking:

1. Flash pictures and have the child identify them.
2. Have the child count mile markings as you are traveling.
3. Play the game "Stock market" with the child.
4. Flash number combinations and have the identify them.
5. Have the child speed up his reading by using his finger as a pacer.

Remediation Techniques for Auditory Skills

Auditory Attention:

1. Limit distracting auditory stimuli in the child's surroundings.
2. Have the child close his eyes and name everything he hears.

3. Pair visual aids with spoken sounds. (e.g., siren with fire truck)
4. Read stories to the child.
5. Provide the child with story records. (These can usually be borrowed from the library.)

Auditory Localization:

1. Hide a clock, when it rings, have the child locate it. (Hide the sound game.)
2. Have the child tell you where the sound is coming from, e.g., siren, train, airplane, etc.
3. Blind fold the child, spin him around, make a sound and ask him where the sound is coming from.
4. Have the children listen to stereo music and determine which side the music is coming from.
5. At different times during the day, call the child in to see if he can find you.

Auditory Figure Ground:

1. Keep the surroundings free from noisy distractions.
2. Insist at the table that only one person talk at a time.
3. Read to your child while playing soft music. Later, increase the volume. Then use a talk show as background noise while reading to your child.
4. Have the family participate in singing rounds, e.g., "Row, row, row your boat".
5. Record a child's party. Then play it back and have the child listen and tell you what one child is saying.

Auditory Discrimination:

1. Have the child identify non-speech sounds, e.g., ring doorbells, ringing phones, tea kettles, etc.
2. Have the child identify the sounds of musical instruments.
3. Have the child indicate after listening to a musical instrument or noise making object which sound is louder or softer.
4. Have the child discriminate the sound of foods as they are being cut.
5. Say two words and ask the child if they are the same or different.

Auditory Memory:

1. Play "Simon says".
2. Have them repeat directions.
3. Practice finger plays, e.g., "Eensie weensie spider went up the water spout..."
4. Sen the child to the store with a mental list.
5. Games such as:"I'm going on a trip and I'm taking a _____." The next person repeats what the previous person has said and so on.

Auditory Analysis:

1. In a sequence of auditory events, the child is asked if an event occurred at the beginning, middle or end.
2. Have the child identify words in compound words.
3. Have the child identify the beginning sounds in words.
4. Have the child identify ending sounds in words.
5. Have the child tell you how many syllables are in a word.

Auditory Synthesis:

1. Have the child listen to a series of sounds and tell you what the word is.

2. Say two words that make up a compound word. Have the child tell you what the compound word is.
3. Read a sentence, pausing between words, have the child repeat the sentence without pauses. Start with short sentences and then increase the length of the sentence.
4. Have the child say a word after you have given him the word by syllables, e.g., parent says but-ter; the child says butter.
5. Have the child say a word after you pronounce the letters individually, e.g., f-a-t-h-e-r.

Auditory Closure:

1. Have the child finish rhymes.
2. Sing a word and ask the child what the word was.
3. Have the child fill in the missing parts of a sentence.
4. Leave out parts of a word and have the child tell you what the word is.
5. Have the child complete simple stories.

Auditory Scanning and Listening

Because these are school related skills, you should confirm with the child's teacher or diagnostician regarding the remediation of these skills.

Part III

Cooperative Behavior Management

Another area of parent-professional cooperation is the management of behavior. One technique is the letter to the parent. Frequent letters to the parent give both the child and the parent feedback as to how the child is doing in school. It is best to send predominately positive letters home. A letter with positive statements about the student gives the student feedback about desirable behavior and gives him a model to emulate. It further

reinforces his desirable behavior. This letter can be mimeographed to save teacher time. One form might be:

Dear Parents,

I would like to let you know that (Johnny Jones) is doing well in school. I would like for you to let Johnny know that you appreciate his doing so well in school. At the end of every week I will send you a letter of Johnny's performance. If you do not get a letter, you can assume that he is not doing well in school.

Sincerely,

_____

If the parents do not receive a letter at the end of that week, they know that communication with the school is needed. Thus, the letter provides constant feedback to the parent.

The letter can be of such a nature that the child has to earn points for some reward. For example, for a child having difficulty sitting in his seat, the teacher would require that he sit in his seat for a specified time before he could take a letter home. Some parents find it very effective to make their child's allowance dependent on letters from school. The teacher could tactfully suggest this to a parent.

The next technique is to show the parent how to use simplified forms of contingency contracting. The following are two examples. Generally if a child is having a problem in school, the same problem will be occurring at home. You can teach the parent how to use a simple contract to solve the problem. The contract could be stated like the following contract:

I, Johnny Jones, do agree to work at the table on assignments given to me without talking or laughing for an hour. For each

day that I sit quietly for one hour I will receive 5 points. When I receive 25 points then I may _____ (whatever privilege you have decided to give the child).

This same letter may be adopted at home. Parents and teachers can work cooperatively and combine points to give the child a particular privilege.

Finally, there are many excellent books to which parents can be referred to learn more about the managing of their children. Two books that have proven themselves useful for parents are:

Alvord, J. Home Token Economy, Research Press Co., 2612 North Mattis Avenue, Champaign, Illinois 61820

Smith & Smith, Child Management, Ann Arbor Publishing, 611 Church Street, Ann Arbor, Michigan